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ABSTRACT

Designed to meet total community needs in a new way, the Olney project, a merger of a public and school library, points the way to single unified community libraries. The new community-wide institution has merged the book collections and the functions of both without jeopardizing the clientele service of either. The Olney Venture was based on the community's desire to upgrade the quality of life afforded its citizenry and to expend more efficiently shrinking tax dollars. The project staff and community leaders discussed serious problems as they arose and sought solutions together. Researchers consistently rejected a "do it for them" strategy to allow community developed solutions. A survey of the community and school providing base line data on facility usage and public attitudes is presented at the outset of the report. The sequential development of the libraries from 1972- through the duration of the project is described in detail, followed by a survey of problems and their solutions. Some of the advantages of a merged and coordinated library are discussed. The report ends with a list of suggestions for a community that might be considering this approach to library service for its citizens. (Author/RAA)

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The Olney Venture: An Experiment in Coordination and Merger of School and Public Libraries

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Community Service Report No. 4

Center for Community Services
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Foreword

Those who develop library services have experimented through the years with various ways of meeting the needs of the reading public. The concept of providing service to the school and the community through a single facility has existed at least as far back as the school-district library of the 1830's. Most attempts to implement the concept have proved to be both unwieldy and impractical. The people of Olney, Texas, have recently completed the merger of their school and community library in a setting that promises success. Of more importance to the future development of libraries, the resolving of the many problems inherent in such an undertaking was carried on under the continuous scrutiny of a social scientist. This is his report of that unique venture.

Problems accompany any new undertaking, and this was no exception. This merger of libraries broke new ground—legally, administratively, and educationally. Therefore old concepts had to be reexamined and sometimes discarded and this is not an easy task. But, the advantages of such a merger are many and the availability of this report will undoubtedly contribute greatly to the success of similar ventures in other communities wishing to provide library service in a like manner.

This report, fourth in a series of community service reports, will be of continuing interest to professionals in the library field, public education, city administration, and all who make use of reading services. The School of Community Service is to be congratulated on making this significant study available.

David Webb
Director of Libraries
North Texas State University

Preface

The pathfinding attempt to override tradition and invent an innovative and untried method of meeting community needs is an exciting adventure. Americans believe in progress and in the effort to make things better. As a result, new ways of solving problems, or new methods of getting things done, or simply improving upon the customary have emerged with regularity in American history.

Frequently the impetus for change has arisen from the upper echelon. Efforts to change have arisen from persons in authority in government, leaders in business, national or state organizations, or agencies. At times a change impulse has been generated at the grass roots level in a local community.

In Olney, Texas, exciting adventures in change and innovation are occurring. This town of approximately 4,000 people in Northwest Texas is experimenting with methods of providing a better way of life for its people. Potentially this adventure offers a useful pattern or model for other communities seeking similar improvements.

A new concept in the delivery of library services, one that challenges tradition and attempts to create something new, has been the goal of the community of Olney since 1972. At that time the citizenry voted to abolish the separate school libraries and the public library, and to create a unified, coordinated information delivery system to serve the entire community.

The community has bumped heads with the old, shaken its own roots, and stretched its imagination. At the same time, a research team has observed, offered consultation, and evaluated the Olney community's progress.

Primarily, the Olney venture was based upon the community's desire to upgrade the quality of life afforded its citizenry, and to expend more efficiently shrinking tax dollars by merging the functions of public and school libraries.

The basic objective of this research project has been to trace the development of this venture, to discover the problems and solutions encountered by the Olney people, and to evaluate the feasibility of this approach to library services for other communities.

The research staff made every effort to offer the community the best consultation on a variety of matters pertaining to the library program, ranging from administration of the program to facilities for operating it.

Researchers and community leaders discussed serious problems and sought solutions together. The project staff consistently rejected the temptation to "do it for them" and allowed the community to rely upon its own ingenuity and creativity to deal with these problems. Suggestions

were made and outside consultants were supplied only when the experience of the community was insufficient to meet a problem.

A survey of the community and school provided base line data on the people's use of and attitudes toward both the school and public library. A great deal of information about the community in general was gleaned (e.g., the economic condition of the city, its general orientation to institutional change, and the degree to which it is unique in its energy and innovativeness in the struggle to survive). This information is summarized in the report at the outset in order to describe the kind of community in which the experiment took place. The sequential development of the libraries from 1972 through the duration of the project is described in detail, followed by a survey of the problems and their solutions. Some of the advantages of a merged and coordinated library are discussed. Finally, the report ends with a list of suggestions for a community that might be considering this approach to library service for their citizens.

Special thanks are due a number of persons outside the community who served the project untiringly. Katherine Ard from the Texas State Library, Mary Boyvey of the Texas Education Agency, Dewey Carroll of North Texas State University's School of Library and Information Sciences, and Edward Daniels of the Nortex Regional Planning Commission served as an advisory committee for the project. Al Myers, a citizen of Olney, represented the community on this committee. Special gratitude also is extended to David Webb, Director of Libraries, North Texas State University. A deep sense of appreciation is expressed to these persons who gave of their time freely to offer guidance to the entire project, advice to the project director and staff, and direction and consultation to community leaders.

Two other persons must be singled out for special recognition. They are Paul Janaske of the U.S. Office of Education, who served as project officer, and S. Janice Kee of the Region VI office of the Department of Health Education and Welfare. Both assisted the project with boundless enthusiasm and energy. Their vision included the potential which the project possessed as well as the wisdom to let us all make our mistakes. To them our appreciation and gratitude.

Finally, to the Olney citizenry, who met, planned, tried, worked, and permitted their town to become the arena for the experiment—our deepest thanks.

I/The Community Setting of the Olney Library Project

Olney, Texas, a town of approximately 4,000 people in Northwest Texas, is located at the intersection of state highways; one highway serves as the main street of the community where the business district is located. Community services—such as school, hospital, nursing home, bank, utility, and retail establishment facilities—are surrounded by residential areas.

Olney is similar to other small communities in the Southwest in a number of respects. A prominent characteristic is that its citizens are happy and proud to live there. This high community spirit enables a large segment of the Olney citizenry to adapt readily to social and economic change for a better environment to meet the needs of all its citizens.

A second notable characteristic of Olney is its stability. Ordered existence is not merely an abstract principle for the people of Olney; it is a way of life. Crime and other evils which disrupt community order are relatively rare. There are problems and tensions, but these are kept to manageable proportions. Consequently, a typical Olney citizen can and does expect day-to-day orderly existence. Accompanying the stability of Olney (although not necessarily explaining it) is a high interest and participation in religious activities.

Olney's stability is a part of its cultural makeup. Although cultural boundaries and definitions are sometimes difficult to establish, Olney is characterized by a distinguishable and stable system of values, norms, and symbols. This is true despite the fact that Olney exists within a national culture that is marked by instability and conflict.

Although Olney is in some respects isolated from the national culture, some forces of instability of the larger culture do impinge on it. Such forces, however, do not have the same implications for Olney as they do for the larger, more populated urban centers. Exposed though it is to many of the elements of strife and disorder found in the present urbanized, industrialized era, the town maintains a cohesive social order.

Olney is a stable, but not a stagnant community. Its economy once depended primarily on the oil industry, and oil still plays a significant role in Olney. However, three other successful major industries have located in Olney. These industries give flavor, variety, and a greater sense of economic security and opportunity to the community. These are: Haggar, a clothing manufacturer; Coachman Industries, a manufacturer of self-contained camper units; and Republic Aluminum. A new industry called Air Tractor, Inc., which builds crop duster aircraft, has located in Olney and has the potential of becoming one of Olney's larger industries.

Olney experienced an economic boom in the early 1960's which tapered off by the middle of the decade, then flourished again in the late 1960's. This late boom continues to the present. The current growth is based primarily on industrial, agricultural and commercial development, urban renewal, and new construction.

The areas and character of new construction illustrate the social direction in which Olney is growing. A new and modern high school was constructed. The number of residential and business units has increased, and building construction continues to flourish within the town. The Olney library project itself is further evidence of change and adaptability in this community.

Change takes place in Olney in an orderly fashion. Racial integration in the schools was accomplished with no tension or conflict.

In many ways Olney is best described as neither rural nor uban, but rather a blend of these. Its small town atmosphere is one in which virtually everyone at least recognizes others of the community, if, in fact, they are not acquainted. The community has a complex social structure based on extensive division of labor. Educational levels, extent of factionary economic activities, distribution of occupational and industrial types, income distribution, and diversity of interest all indicate that Olney is in many respects urban. Informal conversations with Olney citizens often reflect concerns, thought patterns, and language patterns similar to those found in highly urbanized areas of the same region.

Olney citizens are subjected to the mass media and its influences. Patterns of behavior, attitudes, and expectations in Olney are touched by these forces just as they are in urban centers. Many Olney citizens make frequent business and pleasure trips to large cities within a hundred-mile area. The town's population is heterogeneous in terms of occupation, income, education, and religion.

In summary, Olney is seen to be a small but economically active community characterized by economic optimism and successful strides in achieving community goals. The town has a high degree of community solidarity and a correspondingly low degree of community disorganization. Finally, despite the fact that Olney is a small community with a rural atmosphere, the town has a number of problems associated with urbanism.

II/Problems and Cautions

One objective of the Olney project was to *discover* what problems a community might confront in attempting the merger of its libraries. The project has revealed that problems do exist, and they are of two basic types. The first type consist of those problems involved in initiating the venture. Community inertia and the natural human tendency to resist change sometimes crop up in the most worthwhile ventures.

The second basic type is those problems confronted after the project is begun, and as it progresses toward the accomplishment of goals. On both these levels some problems are unique to a given community; others would appear to be of such a nature that almost any community might expect them.

Problems which most communities might face may be grouped into categories among which would be the following:

1. Administrative—Since three separate legal and fiscal entities are involved, how is a merged library administered?
2. Legal—State as well as federal laws which control school and public libraries as well as their administration and personnel are the issues at this point.
3. Social—Factors in the community itself may serve as significant determinants to the merger of libraries.
4. Educational and Evaluative—Traditional methods of educating librarians as well as standards of evaluation for libraries are problematical in merging the collections and functions of libraries.
5. Financial—The divisions of financial responsibility among the fiscal entities involved as well as the securing of both operation and construction funds are a salient consideration in the success or failure of an attempted merger of libraries.
6. Physical—The location of the merged library with reference to accessibility as well as the physical layout of the library are significant problems to be confronted.

Let us turn to each of these categories and look briefly at how each problem was dealt with in Olney.

A. Administrative Problems

When the research project began in 1972, Olney's Planning and Housing Commission appointed the Community Cultural Center Committee (known as the Steering Committee and comprised of seven people representing the City Council and the School Board) to help plan the library merger.

At that time, Olney's libraries had the administrative structure shown in Figure 1.

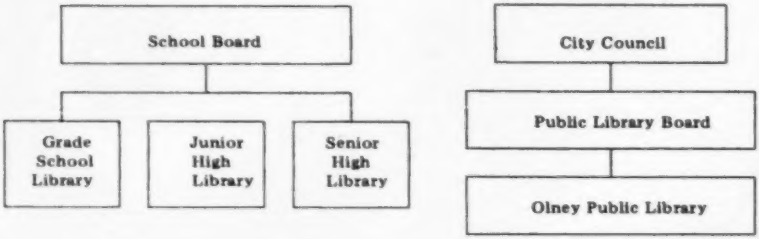

Figure 1. Administrative structure of Olney libraries at beginning of research project.

As in most communities, the public library system and the school library system were entirely separate administratively, with each of the four libraries having its own librarian or library clerk.

The first step toward merging the libraries was to merge the administration of both the public and school libraries. That goal was accomplished in August, 1972. The School Board hired a new librarian (with a teaching certificate and a master of library science degree with course concentration in the public library area) to replace the retired senior high librarian, and to coordinate the grade school and junior high libraries. At a called meeting of the Public Library Board on August 20, the new school librarian was made coordinator of both school and public libraries. The librarian was responsible to the School Board and to the Library Board for at least the duration of the research project. Thus, the position of Library Coordinator of Olney was created. At that time the administrative structure was as shown in Figure 2.

Recognizing the problems created by making the Library Coordinator responsible to two boards, the Olney Public Library Board decided during their December, 1972, meeting to request that the Steering Committee make recommendations concerning a centralized governing board for the merged library. The two groups met on May 7, 1973, for the purpose of combining, thus forming the Olney Library Authority. Officers were elected and three committees were appointed. These committees were to (1) write a constitution for the new board, (2) formulate policies for the merging libraries, and (3) study financial and legal problems. During the transition period between May, 1973, and March of the following year, a new Olney Community Library Board was appointed. During the intervening months, both the old Public Library Board and the merged

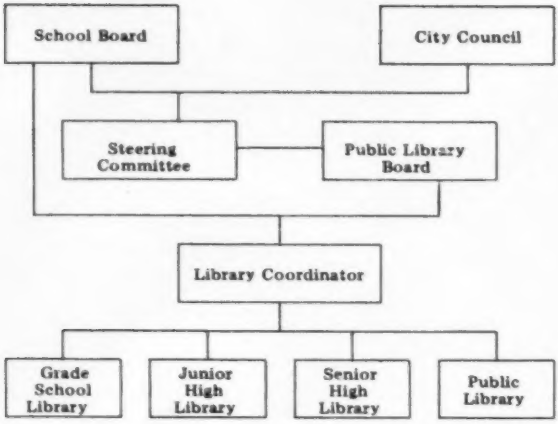

Figure 2. Administrative structure of Olney libraries immediately following merger.

Olney Library Authority held monthly meetings. At these meetings the Public Library Board conducted public library business, and the Olney Library Authority dealt with the problems of merger. Meanwhile, the Olney Library Authority's three committees, aided by the research project staff and advisory committee, wrote a new constitution, developed new policies, and found solutions to some of the financial and legal problems that arose (see Appendix A).

In March, 1974, the Olney Library Authority met with representatives of the City Council and the School Board for the purpose of constituting the new Olney Community Library Board. After the new constitution was adopted, the new board member appointments were read. The board members elected officers, drew lots for staggered terms, authorized the Library Coordinator to organize a Friends of the Library Group, and voted to join the Texas Library Association on an institutional basis. The Board also named a Public Library Advisory Committee, to be called by the Library Coordinator, for the purpose of dealing with strictly Public Library matters until the libraries were merged physically.

As the new constitution states, the Olney Community Library Board

> shall consist of nine (9) members to be appointed by the Olney Independent School Board and the Olney City Council. The representation of the School Board shall consist of four (4) members, one (1) School Board member and three (3) other members to be appointed by the Board. The representation of the City Council shall consist of one (1)

City Councilman and three (3) citizens at large to be appointed by the City Council. The ninth member is to be a rural representative living within the bounds of the Olney Independent School District. The School Board shall select the ninth member with the approval of the City Council.

With the appointment of the Olney Community Library Board according to the above provisions, the library administrative structure took its present form, shown in Figure 3.

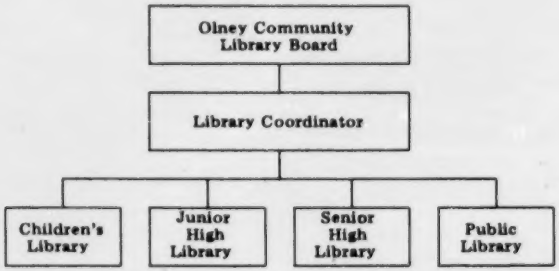

Figure 3. Library administrative structure in its present form.

Under the new constitution the Library Coordinator is responsible to only one board, whose members are appointed by the School Board and the City Council. When a building is constructed to house the merged library, the administrative structure will be as follows in Figure 4.

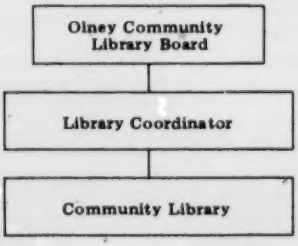

Figure 4. Administrative structure of merged library when building is constructed to house it.

Within the simplified structure there exists a single board with which the librarian must deal. The board makes contracts with the School Board and the City Council for library service to both the school students and the general public. Under this structure there is one library coordinator to administer the one library.

B. Legal Problems

Organizational problems associated with restructuring existing institutions are numerous. These problems are connected with legal and administrative aspects of the proposed library merger—including forming a new library board, the legal status of the board, and possible incorporation of the board.

The legal status of the proposed board was a particularly difficult problem to be resolved. The School Board and the Public Library Board are legally recognized entities under Texas law. The state school system must follow both the education code established by the state legislature and the regulations stipulated by the Texas Education Agency. Texas law regarding public library boards permits cities to establish such boards but does not specify their duties.

In planning for the establishment of the newly merged library authority, Olney's library planners were concerned that their new authority fulfill the state's requirements for both public and school libraries. Therefore, the Texas State Library and Texas Education Agency were asked for opinions on the plans for the new library authority. It was determined that a combined library authority could serve as a library board and would meet the requirements of state law and the guidelines of both those state agencies.

The community leadership was confronted with the legal structure of the proposed board. On the one hand, it was suggested that the merged library and its board could be established by a gentlemen's agreement between the School Board and the City Council. However, such a process, while meeting necessary criteria in the present, possibly could lead to problems in the future.

The subject of incorporation of the board arose in the discussion of these potential problems. According to this plan, the board would provide and supervise library services for the community with specified contractual arrangements with both the City Council and the School Board. Incorporation would provide certain advantages. In the first place, a legal entity could receive funds and personnel from the city and the School Board in exchange for services rendered. An incorporated board could borrow money. Gifts to the library could become tax deductible with an Internal Revenue Service ruling. The legal nature of the board would enhance the structure of the authority relations. Such a

board would provide stability to the program in the future as new personalities replace those who are functioning in the program at the present.

The city attorney was asked about incorporation of the proposed board. He researched the legal aspects of the merger during the summer of 1973 and reported there were no legal restrictions that would make incorporation untenable. The decision was made to incorporate. In May, 1974, (after the appointment of the new board) the Charter of Incorporation was signed.

C. Social Problems

1. There may be a strong emphasis on traditional ways of doing things. Methods of community service, hammered out in the past, became next to sacred. Tradition is frequently honored even above greater effectiveness in some communities. In the case of libraries, considerations must be given to state law and regulations, national and state standards governing different types of libraries—public, school, academic—patterns of library education, etc. When new, experimental methods of meeting social and individual needs are suggested, habit and custom frequently refuse to allow an inquiring spirit to express itself. The result is the status quo.

2. The community may be unable to see the problems associated with merger. To the uninitiated, merging libraries seems to be simple enough. The community attidue may be "Why all the hassle?" and, worse yet, "Why all the delay?" Not many individuals nor committees are willing to go slowly enough to avoid making mistakes. Major questions of administration, finance, and policy must be raised and answered. Also, existing arrangements often must be displaced and rearranged. The tendency is to overlook potential problems in the haste to "get on with it." Intensive planning must be done. Planners must allow time for problems to appear so that additional planning may be done to overcome such problems before they actually occur in operation.

3. When individuals begin planning, they have a tendency to visualize a completed facility (library building). For many laymen a library equals a building. Immediate concerns are centered around how the building will look and how it will be arranged. Few are willing, in their enthusiasm, to first take the time to design a program of library services to meet specific community needs. A program, however, is necessary before it is appropriate to design a building to house and properly support activities of the program.

4. A struggle for power between individuals and groups may emerge. As noted, existing structures and administrative arrangements frequently must be displaced. Groups such as the School Board and the

City Council must sometimes compromise as they are asked to give up certain aspects of authority. New lines of administration must be drawn. Often a dedicated individual must be asked to relinquish a position of trust and/or power which he or she occupies. This is not always easy for an individual or for a committee of individuals to do.

5. Another problem has been that of maintaining community interest in, and enthusiasm for, the library merger project over a relatively long period of time. Some community leaders who have helped to maintain enthusiasm for the project have been the library board members, some elected officials, school officials, and members of the Steering Committee. The fund raising chairman and the librarian have played important roles in creating interest in the merger. Community meetings and newspaper articles have informed the general public about the project.

6. What is the entity to be called? Since it is neither a school library nor a public library, but a library merging the functions of both types, what name will designate it? A number of names was suggested. Some were: the Olney Community Library, the Community Learning Center, the Lyceum, the Librarium, and the Olney Community Library Union.

Several factors emerged in discussing the name. Those persons concerned with fund raising seemed to prefer a name composed of only one or two words. Fund raisers wanted a catchy name for their fund-raising drive, possibly a name not including the word "library." Others were concerned with finding a really descriptive name for the new entity and one which would emphasize its unique nature.

During one discussion concerning the name, someone suggested that what is being built is in fact a library—if indeed a unique one—and the word library should appear. Although no formal action has as yet been taken, the name most commonly used is The Community Library.

D. Educational and Evaluative Problems

The attempt to merge is confronted by a number of problems that arise from conditions outside the local community.

1. Library education, for example, offers no preparation for the type of librarian necessary for this kind of library. One is educated to serve either in a public library or a school library. This educational arrangement overlooks preparation in specialized skills necessary to administer a combined library. Of a more serious nature is the fact that the dichotomy in library education contributes to the basic orientation of individual librarians. One begins to "think like" a public librarian, or to approach problems from the perspective of the school. Frequently, the result of these two approaches is a professional pride that precludes a working-together attitude necessary to spawn a combined librarian.

State, regional, and national organizations, and agencies peopled by sensitive and bright individuals, are organized to serve the interest of either school or public libraries. Dedicated specialists are equipped by training, experience, and official guidelines to improve library service within their area—that is, school or public library. A local library which combines the functions of both types of libraries is not unlike a hybrid; since it is neither one nor the other, it belongs to neither. Library laws, official rules, state aid regulations and standards, are not geared to handle the new combined library.

2. There also have been some problems related to the application of library standards to the proposed merged library. These standards have been designed for one type of library or for the other (e.g., school or public), and it is difficult to apply them to a merged library.

One area covered by library standards is that of collection size. The Olney Public Library does not meet the minimum collection size requirements for membership in the Texas Public Library System. The merged library, however, would have enough volumes to qualify for membership upon request of the Olney Library Authority. The governing body of the Texas Library System ruled that the total number of volumes available to the public could be counted toward meeting standards. Therefore, the entire merged collection could be classified as public library materials. A representative of the Texas Education Agency said that the materials in the merged library also may be counted as school library materials because they are available to the school students during school hours.

One should note at this point that the ruling of these two bodies was based upon access as the deciding factor. The availability of materials, and not their ownership is the most significant aspect.

Because Texas state agencies have not set any requirements for building size, standards in building size are not really a problem in Texas, although they may be in other states.

Library standards concerning personnel qualifications may be a problem for some communities considering a library merger. In order to be a school librarian in Texas, one must be a certified teacher. To obtain certification, one must meet all of the requirements for a teaching certificate and have eighteen semester hours of library science, including library practice work.

The personnel qualification requirements for public librarians increase as the size of the community increases. In small communities a master of library science degree is not required, but in larger cities an MLS is required. It is possible for a librarian to be qualified to serve in a school library, but not in a large public library; or to be qualified to work in a public library, but not in a school library.

In order to be qualified to work in a library merging the functions of a school library and a public library, one must meet the qualification requirements of both types of librarians.

E. Financial Problems

1. Operational Funds—The research project was only being proposed when the City Council of Olney voted to give the Public Library an additional $400 per month to upgrade the library and to facilitate the merger.

During the three years of the research project, the community made numerous attempts to find additional sources of funds for their libraries. In 1972 and again in 1974, Olney applied for Federal funds under the Library Services and Construction Act, Title I and Title II. The public library's hours of operation were increased to twenty hours per week in order to qualify for the funds. Olney was approved to receive 1973 LSCA funds.

A $375 grant was rejected in May, 1973, because more than half of it would have been required to pay for the requisite audit by a certified public accountant. The Olney Community Library Board applied for LSCA funds again in 1974, but was notified by the Texas State Library in the spring of that year that Olney had not been awarded any construction funds.

In December, 1972, the Olney Public Library Board requested $2,000 in Federal Revenue Sharing Funds to develop a centralized card catalog. The City Council approved this request for funds in the spring of 1973.

A "Project Proposal for Olney Community Library Program" was submitted to the Texas Education Agency in 1973. This $19,966.30 proposal would have allowed Olney to improve library service to preschoolers, high school students, Spanish-speaking residents, and the elderly. However, the project was not funded.

Throughout the course of the project, the community's fund-seeking efforts were directed toward securing sufficient money to build a library facility. Letters and brochures explaining the project and requesting funds were sent to numerous foundations in Texas and around the nation, to no avail. The problem was placed directly in the lap of the Olney community in the fall of 1973. A building campaign chairman was chosen to conduct a community fund-raising drive. However, the generally unfortunate economic situation in 1974 made the fund raisers hesitant to proceed with their plans, and the drive has remained in the planning stage.

The internal financial arrangements of the Library Authority are still in a fluid state. The money to operate both the school and public libraries is being handled by one financial agent, the Olney Independent School District, but the school and public funds are currently kept in separate accounts. At present, financial responsibilities for the public library are assumed by the Public Library Advisory Committee (a subcommittee of the Library Authority) and paid for with public funds.

Financial matters concerning the school libraries are dealt with by the School Board and paid for out of school funds. The Library Coordinator makes recommendations to the Public Library Advisory Committee and the School Board regarding funds.

The Children's Library presented a special problem to the Library Authority because it was Olney's first physically merged library. The Children's Library is housed in a school building and staffed with a school aide. The Library Authority authorized the expenditures of almost $2,000 of public funds (to procure book carts and book repair materials) and pays half the library aide's salary, $150.00 a month. The school assumed responsibility for renovation of the building (approximately $2,000) and pays the other half of the aide's salary.

2. Construction Funds — Although a building was not constructed during the project's second year as originally planned, steps have been taken toward planning the building program and fund-raising drive. During 1972, meetings were held with community representatives to determine the type of library program which Olney wanted. At these meetings films were shown, tours of area libraries were conducted, and discussions were held.

With the appointment of the Finance Committee by the Olney Library Committee in May, 1973, a group was established to begin the work of building plannings, architect selection, and fund raising. At the request of the Finance Committee, the project's staff submitted preliminary suggestions for a building program during the summer of 1973. In the early fall of 1973, the Olney Library Authority named a fund-raising chairman. Before the end of the second year, the site was selected, plans were made to select an architect, and library objectives and means for accomplishing those objectives were written.

The project's staff and fund-raising chairman spent the first part of 1974 compiling a list of potential architects. A brochure describing the history and philosophy of the Olney library project was sent to approximately twenty of these architects. Based upon the replies received, the list was shortened to five. Board members heard presentations by these five architects and narrowed the field to two. After hearing both architects again, the board selected one firm in July, 1974. The board later rejected the firm's contract because of a high programming charge, and because of worsened economic conditions that would not allow fund raising in the near future.

F. Physical Problems

1. The problem of the location of the new library is significant. The original Olney plans called for the merged library to be located in a new community cultural arts center. When the construction of this center was found to be financially infeasible, plans were made to incorporate the

merged library into the plans for the new senior high school building. Because of the rising construction costs, the size of the school building had to be reduced to stay within the budget. As a result, space for the library in the school building plans was reduced to 2,300 square feet. This size is not large enough to house a merged library to serve the community and the schools.

Also, the problems involved in adult participation in a library program located in a school facility made such a plan unattractive at best. An adult's reluctance to enter a school building during school hours was felt to be a serious disadvantage to locating the library in the new school facility.

During 1973 Olney's library planners considered the alternative of renovating an existing building, such as the old high school building, or raising funds to build a new facility.

Those who advocated renovating an old building generally favored such a course for the following reasons: (1) They believed it would be less expensive to renovate than to build. (2) They believed it would be faster to renovate than to build. (3) They believed that a functioning merged library would inspire the public to contribute to a fund raising campaign to construct a new building. Additionally, some argued that extra community sources of funds might become more accessible to construct a building to house an on-going program.

On the other hand, several disadvantages to renovating an old building were mentioned. Since most library planners believed that the merged library should be located near the schools, the number of buildings available for renovation was limited. Most of those favoring the use of an old building considered the old high school building to be the only feasible choice. Critics of the renovation proposal pointed out that the library would not occupy the entire building. Therefore, measures would have to be taken to seal off unused portions of the structure. Also, it would be difficult, if not impossible, for many of the elderly and handicapped to climb the steps in front of the old high school building. Some felt that continued use of the old high school building might invite criticism that a new school building had not really been needed.

Those who favored constructing a new building generally believed that a new facility would increase pride in the community and interest in the library. After considering the advantages and disadvantages of renovation and new construction, the library leaders decided to try to raise the money to construct a new building.

The decision to construct a new building led to consideration of a site. The community leadership recognized the significance of a proper site for the building. Scenic considerations were of importance. The site must provide an attractive setting for the building. Additionally, to serve the school students and the general public equally well, the merged library must be located in a place which is convenient to both groups.

In Olney the location problem is simplified by two factors. First, all of Olney's public schools are located on one campus. Secondly, the community is physically small enough so that almost any location is easily accessible to all community residents. The school campus is centrally located and only a few blocks from the business district.

A site on the edge of the school campus was selected for the new building. The School Board has been requested to transfer the property to the control of the Library Authority for the purpose of constructing the new library. Proper legal action will be necessary between the contracting parties relative to ownership of land and building if, for example, the coordinated library is disbanded sometime in the future. As yet, this knotty problem has not been settled.

The Olney Library Project must be seen in the larger context of the development of the community. The Neighborhood Development Agency and Urban Renewal have done much to improve the quality of life in Olney. Through this redevelopment program some dilapidated housing has been demolished, some older housing has been repaired, and many streets have been paved. Federal funds have been used to construct low cost housing for the elderly. A new high school building and athletic building have been constructed. Two city parks have been developed. The Chamber of Commerce and the Industrial Foundation have worked to attract new industry to Olney. A modern nine-hole golf course, swimming pool, and country club have been opened. A recreation center for young people was built recently by funds secured through a community-wide subscription drive.

Olney, then, is a small community that has experienced economic and social renewal in the last decade. Community leadership is enthusiastic in advocating growth by attracting industry, physical improvement of streets and paving, and by developing recreational and educational facilities. The Library Project is benefited by this progressive trend of growth and development in the community. The less optimistic national economic outlook and the rearrangements in the availability of federal funds may be in some ways disadvantageous to the continued development in this small town. The impact of these negative forces on the library project remains unresolved. Whether the leadership of Olney can find the means to construct a new building to house the library is a question which only time will answer.

III/Development of Olney's Libraries, 1972-1974

The people of Olney have made advances in a number of areas toward merging their school and public libraries. Great strides have been made toward improving the collections, services, and facilities of Olney's libraries. Beyond the meeting and solving of the problems described in the previous sections, the following appear to be areas in which progress toward the original goals of the project were made: (1) rearrangement of collections, (2) improvement in the quality of technical services, and (3) improvement of public services.

A. Rearrangement of Collections

After receiving authorization from the Public Library Board and the school administration, the Library Coordinator, assisted by the research project staff, began the process of weeding and evaluating the collections in the fall of 1972. The evaluation was done mainly by checking the collections against the appropriate volumes in the H. W. Wilson Standard Catalog series. The copyright dates of the nonfiction collections were also checked. Following the evaluation of the collections' strengths and weaknesses, book orders were placed to fill the gaps. All of this was done keeping constantly in mind the intention to eventually merge the collections.

It is important to note that the first step toward physical merger of the collections was taken in October, 1973. The Olney Public Library Board approved a motion to send its newly purchased reference books to the senior high school to form a centralized reference collection to be available to the entire community.

The grade school classroom collections were evaluated in the spring of 1974. The evaluation showed that the classroom collections were extremely inadequate and were not serving the needs of Olney's children. On the basis of this evaluation, a decision was made to centralize these collections. An old band hall that had been serving as a storeroom was renovated to house the new grade school library. The band hall was semicircular in shape and had four tiers rising from ground level; it was approximately 1,500 square feet in area. The hall was painted in red, yellow, and blue; carpeted; and furnished with child-size tables and chairs, also brightly painted. New draperies, posters, kites, mobiles, and displays completed the renovation.

An evaluation of the public library's children's collection was made, and this evaluation showed that the public library's children's collection was below standard. The Library Authority decided in August, 1974, to move the public library's children's collection into the new grade school

library. This action created the Olney Children's Library, and represented the first actual physical merger of school and public books in Olney. The 1973-74 high school library aide was promoted to Children's Librarian and is now in the process of weeding, cataloging, and repairing the merged collection. All catalog cards from the children's library (a collection of about 9,000 volumes) will be placed in the central card catalog. One prime objective of the children's librarian is to add new books to the collection as rapidly as possible. Both the city and the school are contributing funds to make this possible.

B. Improvement in Technical Services

Although the quality of the technical services of the four libraries varied somewhat in 1972, it was generally poor. The cataloging and classifying that had been done in the libraries was inadequate or inaccurate, and none of the grade school collection was classified. Shelf lists had never been made for the collections.

Since the employment of the Library Coordinator in August, 1972, most of the books in the school collections have been recataloged, classified, and mended. The quality of the technical services available at the Public Library was improved in November, 1972, by the purchase of the *Abridged Dewey Decimal Classification*, *Cumulative Book Index*, and *Sears Subject Headings*. Prior to the purchase of these library aids, the public library's ordering, cataloging, and classifying had been done by a clerk, based on the information available in *Booklist* and *Public Library Catalog*.

Although some of the school library books were being ordered with catalog cards and book jackets, the decision to order processed books for the public library was not made until February, 1973. That cataloging of the public library collection was facilitated in May by the City Council's approval of the request for $2,000 in Revenue Sharing Funds to purchase Library of Congress catalog cards. In June the Olney Public Library Board approved the purchase of an electric typewriter so that Library of Congress card order forms could be typed acceptably. As new cards are received or typed they are filed in a centralized card catalog with a notation of the books' present locations.

C. Improvement of Public Services

A number of things have been done to improve the quality of library services offered to the people of Olney. The improvements in technical services affected the quality of public services. The centralized card catalog with subject cards allows the library staff and users to check in only one place to see what is available in Olney's libraries. The addition of new books and the institution of the McNaughton lease plan for current pop-

ular adult books helped to meet the demand for quality library service in Olney.

When a telephone was authorized for the public library in February, 1973, all four library facilities were connected by the same system. Telephone communication improved the quality of reference service. The library coordinator can relay information in the centralized card catalog and in the four book collections to a patron in any one of the four libraries.

Olney's school libraries are located on a single campus and within easy walking distance of each other. The public library is downtown, approximately ten blocks from the school campus. Adults wishing to use the high school library or wanting to take preschoolers to the children's library find free and adequate parking available. Access offers no serious problem in Olney.

During the project's second year, it was decided that public library users would be allowed to borrow school library books. Also, the school library collections were made available to the public during the summer months.

The new senior high school library, opened in the fall of 1973, and the renovated children's library, opened in the fall of 1974, are improvements over the former facilities.

Public awareness of the library services available has been increased through the publicity generated by the project staff and the library coordinator.

In order to be sure that the changes and additions made in the library services would best fulfill the community's needs, it was necessary to determine those needs. The project staff administered surveys to determine how the citizens of Olney felt about the library project, and what improvements they hoped it would make in their library service.

In the fall of 1972 and again in the fall of 1973, the project staff took random samplings to determine residents' library attitudes, library usage, perceived library needs, and attitudes toward the merger. In the spring of 1973, 116 randomly selected junior high and high school students completed a written questionnaire concerning their attitudes toward the library, the proposed merger, and reading habits. All junior high and high school faculty members completed a similar questionnaire. At about the same time thirty-five randomly selected elementary students were interviewed to determine their attitudes toward their classroom collections, the public library, and print and non-print materials. (See Appendix B for a summary of findings and questionnaires used for data collection).

The results of these various surveys were helpful in formulating plans to improve the library services in Olney. The surveys also gave a fairly large number of people the feeling that they were contributing to the library project and assured them a personal interest in its outcome.

IV / Advantages of Merger

Since August, 1973, Olney has operated a coordinated library program. A single group has administered a program which has unified the three school libraries and the public library. A single person has supervised all four libraries. All books (both school and public) for children under age twelve have been brought together into a single collection. Any volume in any of the four libraries has been available to any citizen of Olney. A central card catalog has been in use. The holdings in all libraries were taken into account when ordering for any one library so as to avoid duplication. Olney has organized and operated a fully coordinated school and public library program.

The operation of this program, observed for fifteen months, has disclosed a number of advantages. When the collections of the various libraries are physically merged into a single collection, it is believed that a number of other benefits will accrue. To date the coordinated program appears to offer the following advantages:

1. A unified program which makes all materials in all libraries available to the total citizenry.

2. A continuous, year-round program which makes use of school collections in the summer.

3. A common direction for all libraries in the community. A unified program with a single administrator insures that the programs and facilities of the public and school libraries are geared to the accomplishment of similar goals without the wasted effort of overlap.

4. The elimination of duplication of collections beyond a necessary minimum in the holdings of the school libraries and the public library. Obviously this insures the saving of money.

5. A coordinated weeding program that balances the collections of the various libraries involved.

6. Increased reference service since the holdings and the personnel of all libraries are available to the total citizenry.

7. Facilities and services provided from the state through the Public Library System, readily available to students and faculty.

8. Centralized source of all informational materials available in libraries through a combined catalog. A location stamp on each card identifies the library in which each piece of material is found.

9. Increased use of the public library by students for school assignments as well as for entertainment and recreational use.

10. Increased use of library services due to the publicity and enthusiasm generated by the initiation of a new program.

The initiation of this coordinated program has been accomplished with no additional financial output except the summer salary of the library coordinator, and the provision of one halftime teacher's aide to work in the high school library. This aide allows the coordinator to leave the high school and work in other libraries without loss of operation in the high school library.

For all practical purposes Olney has made significant accomplishments in merging the functions of its libraries. The unified program represents the first steps in reaching its original objective of creating a more efficient source of information services to its total citizenry.

V/Suggestions for Beginning and Implementing Community Library Merger

A complete list of specifics that a community should follow in developing a combined library is beyond the purposes of this report. However, the following is a list of general suggestions that might be helpful in instituting and carrying out the process of merger. The exact timetable, as well as the sequence of the activities, will vary from one community to the next.

A. Basic Considerations

Perhaps the place to begin is with a statement of general characteristics that a community should possess before this type of library improvement should be instigated.

1. The location of educational facilities is an important factor. This project, as noted earlier, was carried out in a community of approximately 4,000 with a single school campus on which was located the elementary, junior, and senior high school. There was one public library with no branches. Communities with campuses scattered throughout a much larger population and a public library in more than one location may have to modify the plan in several important respects.

2. Community commitment is significant. Administrators and administrative boards of the various libraries and schools involved must be supportive of this venture. The city government as well as school faculties must be willing to attempt these changes in library service. The persons involved should have some understanding of the types of problems that might be encountered, and a basic commitment to library improvement must be induced. A spirit of cooperation and mutual trust is an absolute minimum.

3. Community appreciation and civic pride are essential. The community should possess some interest in social as well as economic survival and should evidence an interest in improving the quality of life for its citizenry. In the hierarchy of community values, libraries sometimes have not occupied a very high position. Frequently, communities place a premium on the symbolic value of the library, but are unwilling to support the library's development. Most people, for example, have a positive attitude toward libraries when asked about it, but few use the services of the library. A commitment to community betterment is necessary if library improvement is to be successfully carried out. Some flexibility is necessary in the community as well as a willingness to confront problems and seek creative solutions. If rigidity and tradition-bound spirit are characteristic of the community, little success is likely to result

from the effort to merge libraries. Problems must be confronted as challenges and every effort must be made to come up with creative solutions and innovative ideas. Neither a defeatist nor a fatalistic attitude is apropos to accomplish the task of merger.

5. Leadership is necessary. Some group of persons must assume the responsibility of instigating and maintaining interest in the generating of better library services. A viable group of persons must exert the leadership necessary for planning and implementing the program, and finding both construction and operating funds for the improved library. Dedicated individuals willing to undertake the large amount of somewhat thankless work associated with this venture are necessary. In addition, much effort is also a necessity to keep the total community apprised of development at both the planning and operational stage of the merger.

6. Another important consideration is the degree of cooperation and involvement from state leadership in both the public and school library areas. State supervisors of libraries as well as regional systems must have some basic understanding of the problems involved; they must exhibit willingness to offer assistance in consultation and even, perhaps, financial aid. If a spirit of uncooperativeness and indifference exists on the state level, the difficulties the community may expeet are multiplied.

B. Initial Activities

1. The proper place to begin the project in the community is in a joint meeting (or a series of them) of the library board, the school board, and the city council. The purpose of these meetings is to familiarize the members of these (and perhaps other) governing bodies with the purposes, advantages, and utility of combined libraries. Some considerations of the usefulness of the community of library service in general, and library improvements in particular may be necessary. Films, speakers, and other types of presentations may be used to accomplish the objectives of these meetings.

Some suggested films that might be useful are the following:

Libraries are Kid's Stuff (Prod/Dist—Weston Woods Studios, Weston Woods Street, Weston, CT 06880). Color, 1972, 14-1/2 minutes. Purpose—to promote community support for library resource centers as an integral part on an educational program.

A Whole New World (Prod/Dist—Edward Fiel Production, 1514 Prospect Avenue, Cleveland, OH 44115). Color, 1969, 17 minutes. Purpose—to motivate non-users of libraries.

The Hottest Spot in Town (Dist—Calvin Production, 1105 Truman Road, Kansas City, MO 64106). Purpose—to stimulate the viewers' recognition of the library as a vital and influential force in past and current history.

And Something More (Dist—American Library Association, 50 East Huron, Chicago, IL 60611). Color, 1964, 28 minutes. Purpose—to show what happens when a grade school library works to make all instructional materials available.

The final result of these meetings would be the appointing of a joint steering committee to begin specific planning of the merger.

2. The steering committee, which probably should have representatives of the school board, library board, and city council, would then begin planning the program and improvements to be associated with the new community library. (Note: This is not the time to begin discussing a building for the new library).

Visits to libraries (both school and public) with innovative and effective programs would perhaps be in order. Films which describe useful and perhaps unique library programs would also be helpful to the steering committee. Other methods of expanding the imaginations (as well as information base) of the community members would be useful.

At least the following should emerge from this committee's work:

a. An administrative scheme which will serve to guide the new library when it is set into operation should be developed carefully. This scheme must include some board of directors, librarians, or administrators of the new library.

b. An operational budget as well as written guidelines on the funding responsibilities must be prepared. That is, how much fiscal responsibility will the city (or county) assume, and how much will the school assume.

c. A statement of specific program objectives and how these may be accomplished should be prepared. These may be general in some respects, with the understanding that they will be developed in detail at a later stage. The point is that at this early date some type of written statement should emerge which says, "This is what we propose to do and here are some suggestions for how it may be done."

d. A written constitution, by-laws, library policy, and book selection policy should be prepared.

3. Contact with both the State Board of Education and with the State Library should be made. At least two considerations would be central in these contacts.

a. The state agencies would be apprised of the community's intention to initiate some important library innovations. They should be provided with any written statements that are available

on the nature of the project. Any special services, consultation activities, or funds available through these agencies could be determined in this initial contact.

b. Any state guidelines or state laws which library merger might violate could be discovered at this early date.

C. Organizational Activities

At one point after the constitution and by-laws have been written, a permanent administrative body described therein should replace the steering committee. If not before this point, a library coordinator should be selected to administer and supervise the various libraries. This person, who will no doubt be the head administrator of the merged library, will be indispensable in making the transition from separate and uncoordinated libraries to a merged facility. Among this person's immediate concerns will be the following:

1. A complete shelf list of holdings in all of the community's libraries should be made. These lists should be evaluated using standard selection guides such as the H. W. Wilson Standard Catalogs.

2. Thorough weeding should be done. In cooperation with the administrative body, areas of weaknesses should be determined in the various libraries. Discussions should be made to establish priorities in strengthening this area, arranging to insure no further duplication of collections.

3. A combined card catalog should be established.

D. Program Planning

Most essential in establishing the merged library is the development of a thorough and detailed program statement. Of course all the functions of the school library as well as the functions of the public library must be included. However, the central interest is the functions generated because of the innovative nature of the combined and coordinated library.

In developing the program statement, the specific nature of the community must be taken into account. Unique features which may offer service opportunities should be considered. The age structure of the community, socioeconomic distribution, minorities (including the aged), and the presence (or absence) or other community services must be kept in mind. The basic question is—What needs does the community possess which the new library might fulfill? Some consideration should be given to conducting a community-wide survey to determine citizen perception of needs and community attitudes.

The final steps in preparing the program statement would be to develop a list of objectives. Keep in mind the necessity of establishing goals which include those for a school library, a public library, and a

combined or community library. When the statement of objectives is complete, compile a list of methods for accomplishing each objective. The latter then may be used as a basis for developing the program statement.

The administrative body is now ready to consider building requirements. The program to be carried out has been carefully planned. Now a building in which to house the program may be designed. Of course, renovation and remodeling of an existing building is a possibility. The construction of a new building is a more desirable (and more expensive) possibility. Funding resources outside the community, as well as sources of construction and/or remodeling monies within the community, must be discussed. Architectual service available from state and federal library agencies should be investigated.

VI/SUMMARY

The Olney project is completed. The Olney venture, it is hoped, will continue.

This new information and resource center was designed to meet total community needs in a unique way. Attempting more than to allow the public to use school materials or to physically relocate the public library on school property, the project has actually created a new institution—one which merges the book collections and functions of both libraries into a single unit. The community-wide institution which has resulted fulfills the purposes of both the school library and the public library without jeopardizing any clientele service area or function of either.

The community vision of a single unified, coordinated community library which serves all segments of the community fell like seeds into fertile ground. A tiny plant is now emerging. It appears healthy, vigorous, and potentially fruitful. Subjective evaluations, as well as empirical assessments, indicate that the problems which this venture might confront are not unsolvable. While there are potential conflicts, overall the idea of coordinated and merged school and public libraries appears feasible.

Any state system, and more especially any community, that attempts this approach to library service should move with caution. Since the situation will in many ways be unique, the problems will be unique. But energetic and creative people, willing to compromise and work together toward a worthwhile goal, will be able to find viable solutions to their problems. It is hoped that the Olney venture will provide guidance to those who seek better library service in their communities.

APPENDIX A

Olney Community Library Board Constitution

Article I: Name

This organization shall be known as the Olney Community Library Board.

Article II: Object and Purpose

The object of this Board shall be to manage and maintain the Olney Community Library for the purpose of enlightenment, enrichment, creativity, and recreation. This organization shall serve as a non-profit organization.

Article III: Membership

Section 1. The Board shall consist of nine (9) members to be appointed by the Olney Independent School Board and the Olney City Council. The representation of the School Board shall consist of four (4) members, one (1) from the high school faculty, one (1) from the junior high faculty, one (1) from the elementary school faculty, and one (1) School Board member. The representation of the City Council shall consist of one City Council member. The ninth member is to be a rural representative living within the bounds of the Olney Independent School District. The School Board shall select the ninth member with approval of the City Council. The terms will be staggered three (3) year terms with three (3) vacancies to fill each year.

Section 2. Vacancies occurring during a term shall be filled by the original body responsible for that position.

Section 3. The agencies appointing shall make their appointments following the guidelines set forth in the attached Exhibit A.

Article IV: Duties of the Board

Section 1. All of the business and property of the Library shall be entrusted to the Board, with authority to devise and execute all measures calculated to promote the interest of the Library.

Section 2. The Board shall meet regularly once a month; each new Board may select the hour and date of the meeting.

Section 3. If any members of the Board shall be absent two (2) consecutive meetings, without proper excuse, such members shall be instructed by the secretary to make known the reason of absence or resign the office. If attendance is still neglected, the Board may then declare the seat vacant and request the appropriate agency to appoint a new member to fill the vacancy.

Article V: Officers

The officers of the board shall be President, Vice-President, Secretary and Treasurer, who shall be elected by the Board members and from such membership. Their term of office shall be for one year beginning _____.

Article VI: Duties of the Officers

Section 1. President: The President shall preside at all meetings of the Board and shall perform the duties generally pertaining to the office. The President shall be an ex-officio member of all committees. The President shall have the authority to handle any financial transactions in the absene or incapacitation of the Treasurer.

Section 2. Vice President: The Vice President, in the absence or the disability of the President, shall perform the duties of the President.

Section 3. Secretary: The Secretary shall record all proceedings of the Board and perform other duties as the Board may require. He shall give due notice to the School Board and City Council of the annual election of Board members and shall notify the Board members of all regular and special meetings of the Board.

Section 4. Treasurer: The Treasurer shall perform whatever duties the Board deems necessary concerning financial matters.

Article VII: Quorum

A majority of the members of the Board shall constitute a quorum for the transaction of business at any meeting.

Article VIII: Amendments

This Constitution may be amended at any regular meeting by a two-thirds vote of all members present, subject to the approval of the School Board and City Council, due notice of the amendment having been given at the previous regular meeting. By-Laws or Policy not conflicting with the Constitution may be amended at any regular meeting of the Board.

The Constitution Committee decided that the topics of
types of service
how much service
relationship to staff
were not answered because it was felt that the Constitution should not be that specific; that furthermore, this is the responsibility of the Policy Committee.

EXHIBIT A

Standards to Be Considered by the Agencies in Appointing The Library Board Members

1. Interest in the Library.
2. Willingness to devote time and effort toward carrying out the duties of trusteeship.
3. Boldness of purpose in recognition of the vital force of the Library as a center of community culture, recreation, and continuing education.
4. Interest in the community, which includes people of all age groups, and an understanding of its social and economic conditions.
5. Ability to work with others—the other Board members, the Librarian and staff, and the public which the Library serves.
6. Open-mindedness, which includes the ability to hold strong convictions on any subject, while recognizing the right of others to disagree.
7. Courage, enterprise, and mental resourcefulness to establish policies for the successful operation of the Library and impartial service to all its patrons.
8. Loyalty to the Library and its improvement at all times.
9. Practical business experience, clear-sighted political know-how, and the quality of leadership are invaluable assets to any Library Board member. Placed at the service of the Library, those qualifications become dynamic contributions to the Library's progress.

APPENDIX B

Summary of Survey Findings and Questionnaires

In the spring of 1973, a sample of students from the Olney junior and senior high schools were asked to fill our questionnaires regarding their attitudes toward libraries, library changes, reading, and other related topics including reports of their reading and library use habits. The 116 students were chosen at random. Students ranged in school grade from seventh to twelfth with approximately the same number selected from each grade. All faculty from junior and senior high schools were asked to respond to a similar questionnaire. Some of the findings follow.

1. Both the students and teachers value their school library more than their public library. They were quick to recognize the importance of having a public library, but few actually used the facility.

2. The idea of having a merged library was favorably received by both students and teachers. Most of the people interviewed said they would use the merged library about the same or more than they used the present libraries.

3. Both the teachers and students prefer magazines to books. Although a majority of students and teachers had read at least one book during the month prior to the survey, most of the students obtained their books from their school library while more than half of the teachers bought most of their books.

4. Except for English and history students, few students reported a need to use the school library for class assignments.

5. Almost half of the students and a few teachers indicated that they would use the school libraries if they were open before or after school hours.

6. The teachers felt that there was a greater need for library education for the students than the students themselves indicated.

7. In general, the teachers' and students' attitudes toward the library are similar. A larger percentage of the students than of the teachers feel that the book collections were too small and not enough new books were added to the libraries. These negative attitudes toward the collections may be explained, in part, by the inadequacies of the libraries.

In August, 1972, a survey was conducted of the Olney community. Approximately 200 citizens were asked various questions concerning the existing libraries and the plans for a merged library, and some of the findings follow.

1. On the whole, the community overwhelmingly favors the merger of the libraries. Almost seventy percent said that they favor the merger.

2. While in all age groups a majority favor the merger, those in the young adult ages, 16-35, favor the merger less than do those in age groups 36-65.

3. Little or no differences exist among occupational groupings in regard to their favorability to the merger.

4. The greater the family income of a citizen in Olney, the greater the likelihood of his favoring the merger, and the less the likelihood that he will respond "don't know."

5. There is no clear cut pattern of favoring or not favoring the merger among the various social classes.

6. Groups with higher levels of education tend to favor the merger more than those with less education.

7. Generally, those who use the library more show a greater proportion of favorable responses. Those who use the library less show a greater proportion of "don't know" responses.

8. The majority of the community favors library merger. On the average, those who are lower on various indicators of socioeconomic status (income, education, social class, etc.) favor the merger less and give more "don't know" responses than do those who are higher in socio-economic status.

9. A majority of the people in Olney seem to believe that libraries are important to their community, but are not equally important to all groups within the community.

10. From the responses to the survey questions it appears that Olney residents have a generally favorable attitude toward libraries.

11. Many people in Olney indicated that they did not believe that people like themselves used the library, nor did they believe that all types of people used the library.

12. A majority of the respondents did not view the library as a source of occupational or political information; many of those surveyed did think that the library is a more important source of information than television or newspapers.

13. A majority of the residents surveyed said that Olney should accept state and federal aid for libraries.

14. A majority of those interviewed said that they thought the public library should provide materials with varying views, even if they personally disapproved of some of those views.

A final study was done to determine the library use of the people in Olney. This information came from the questionnaire given in August, 1972, and from the Olney Public Library, where information on the num-

ber of visitors and number of books checked out are kept. The following summary statements can be made from the survey and the records:

1. During an average month, at least ten percent of the Olney population visit the public library.

2. Library use, however, as measured by number of visits and books checked out, has declined somewhat during the five years previous to the initiation of the project.

3. Library use, as indicated by the survey, shows no significant differences when broken down by age, sex, or likelihood of association with community types.

4. The four socioeconomic indicators of education, occupation, social class, and income all show that in Olney the higher the socioeconomic status the greater the probability that a person will use the library. Also, the lower the socioeconomic status the less the probability that one will use the library.

5. Most Olney citizens use no library other than the Olney Public Library.

Olney High School Library Questionnaire

Directions:

Please fill in the following information at the top of the answer sheet:

Your name
Today's date
Age
Sex
Date of birth
School
City
Grade or class

Read the directions at the top of the answer sheet, then fill in the identification number according to the directions below.

Identification Number

Write the number for your answer in each box, then blacken the corresponding space on the sheet. The top box is the first box.

Box 1: Leave blank

Box 2: Leave blank

Box 3: Sex..... Code Numbers
1. Male
2. Female

Box 4: Put the code number for your grade in school.

Grade	Code Numbers
7	1
8	2
9	3
10	4
11	5
12	6

Box 5: If you belong to any of the school organizations listed below, please indicate how many. Put the number of organizations in Box 5. If you do not belong to any, mark 0.

FTA	NHS	Track Team	Majorettes
FFA	VICA	Football Team	Cheer Leaders
FCA	Annual	Basketball Team	Spanish Club
FHA	Band	Pep-Squad	

Box 6: Put the code number for your family's income during the past year.

Income	Code
$ 0 - 3,000	1
3,000 - 5,000	2
5,000 - 10,000	3
10,000 - 15,000	4
15,000 - 20,000	5
greater than $20,000	6

Box 7: Put the code number for what you intend to do after you leave high school.

Code Number

1. Get a job
2. Go to college (or work and go to college)
3. Go to vocational school (or work and go to vocational school)
4. Enter military service
5. Be a housewife
6. Don't know

Box 8: If you plan to get a job immediately after leaving high school, what kind of a job do you plan to get? Leave Box 8 blank. Write your answer on the line below.

_____

Box 9: If you plan to go to college after leaving high school, what do you plan to study in college? Leave Box 9 blank. Write your answer on the line below.

_____

Box 10: If you plan to go to a trade school after leaving high school, what do you plan to study in vocational school? Leave Box 10 blank, write your answer on the line below.

_____

Answer the rest of the questionnaire on the bottom part of the answer sheet. Please notice that the answer spaces on the answer sheet are numbered from left to right.

1. Put the code number for the last grade in school your father finished.

Grade	Code Number
1-4	1
5-8	2
9-12	3
13-16	4
17-20	5

2. Put the code number for the last grade in school your mother finished.

Grade	Code Number
1-4	1
5-8	2
9-12	3
13-16	4
17-20	5

3. What kind of work does your father do? (For example: grocery store manager, janitor, lawyer, oil pumper, etc.) Write the answer on the line below. Leave the answer space on the answer sheet blank.

_____

4. What kind of work does your mother do? Write the answer on the line below. Leave the answer space on the answer sheet blank.

_____

5. Do your parents read books, magazines, or newspapers?

Code Numbers
1. Never
2. Hardly ever
3. Occasionally
4. Frequently

6. When you were a young child, did your parents read to you?

Code Numbers
1. Never
2. Hardly ever
3. Occasionally
4. Frequently

7. What was your grade average for Fall, 1972?

Grade	Code Numbers
90-100	1
80-89	2
70-79	3
60-69	4
Below 60	5

8. Have you used the school library since school began this year? If you have not used it this year, mark number 1 for never. If you have used it, mark the number which indicates how often you use it.

Code Numbers
1. Never
2. Less than once per month
3. Once per month
4. Two to four times per month
5. More than once per week

9. Have you used the Olney Public Library since school began this year? If you have not used it this year, mark number 1 for never. If you have used it, mark the number which indicates how often you use it.

Code Numbers
1. Never
2. Less than once per month
3. Once per month
4. Two to four times per month
5. More than once per week

10. Have you read a book during the past month? (Do not count school assignments.)

Code Numbers
1. No
2. Yes, 1 book
3. Yes, 2 books
4. Yes, 3-4 books
5. Yes, 5 or more books

11. Have you read a magazine during the past month? (Do not count school assignments.)

Code Numbers
1. No
2. Yes, 1 magazine issue
3. Yes, 2 magazine issues
4. Yes, 3-4 magazine issues
5. Yes, 5 or more magazine issues

12. Have you ever been taught how to use a library?

Code Numbers
1. Yes
2. No

13. Do you use the school library to get material for school assignments?

Code Numbers
1. Yes
2. No

14. Do you use the school library to get books to read for pleasure?

Code Numbers
1. Yes
2. No

15. If the school library was open before school from 7:45 - 8:00, would you use it?

Code Numbers
1. Yes
2. No

16. If the school library was open after school from 3:40 to 4:15, would you use it?

Code Numbers
1. Yes
2. No

17. Do you have enough time during the day to use the school library as much as you need to?

Code Numbers
1. Yes
2. No

Do you feel that you need to know more about how to use the following library materials and library aides?

	Code Numbers	
18. Periodicals (magazines)	1. Yes	2. No
19. Encyclopedias	1. Yes	2. No
20. Reference books	1. Yes	2. No
21. Card Catalog	1. Yes	2. No
22. Dewey Decimal Classification System (the numbers on the books)	1. Yes	2. No

23. Do you use the Olney Public Library to get material for school assignments?

Code Numbers
1. Yes
2. No

24. Do you use the Olney Public Library to get books to read for pleasure?

Code Numbers
1. Yes
2. No

During this school year, have you used any of the following libraries to get materials for school assignments?

	Code Numbers	
25. Midwestern University Library	1. Yes	2. No
26. Wichita Falls Public Library	1. Yes	2. No
27. Graham Public Library	1. Yes	2. No
28. Other libraries	1. Yes	2. No

Please read the following statements and mark the appropriate number on your answer sheet to show the extent to which you agree or disagree with each one.

Code Numbers
1. I strongly agree
2. I agree
3. I am undecided
4. I disagree
5. I strongly disagree

Statements:

29. The school library staff is helpful to students who are looking for information.
30. The school library's rules are sensible.
31. It is hard to locate books on the school library's shelves.
32. The school library has a pleasant atmosphere.
33. The school library does not have enough new books.
34. The school library catalog is not very useful.
35. The school library has a good selection of newspapers and magazines.
36. The school library does not provide enough seats for readers.
37. The school library's book collection is too small.
38. The school library is too noisy.
39. The school library doesn't have the kind of books that most students want to read.
40. I like to read magazines.
41. I like to read books.
42. Reading is difficult
43. School is important to me.

44. How important is the school library to you?

    Code numbers
    1. Very important
    2. Important
    3. Not important

45. How important is the Olney Public Library to you?

    Code Numbers
    1. Very important
    2. Important
    3. Not important

46. How important are libraries to the whole town of Olney?

    Code Numbers
    1. Very important
    2. Important
    3. Not important

47. If you had a choice, would you prefer to read a magazine or a book for pleasure?

    Code Numbers
    1. Magazine
    2. Book
    3. No preference

48. Do you prefer to read paperback or hardback books?

    Code Numbers
    1. Prefer paperbacks
    2. Prefer hardbacks
    3. No preference

49. Where do you get most of the books that you read?

Code Numbers
1. School library
2. Olney Public Library
3. Borrow from friends
4. Purchase my own books
5. Home

50. Have you heard about a plan to combine the collections of the school and public libraries to form an Olney Community Library?

Code Numbers
1. Yes
2. No

51. To what extent do you favor such a plan?

Code Numbers
1. Strongly favor
2. Favor
3. Undecided
4. Oppose
5. Strongly oppose

52. Would you use such a community library more, less, or about the same as you use the present libraries?

Code Numbers
1. More
2. Less
3. About the same

If you read any magazines regularly, please list on the line below the three that you read most frequently. If you do not read any magazines regularly, write "none."

_____

_____

_____

SKIP TO NUMBER 82 ON THE ANSWER SHEET!

The following is a list of types of books. Please indicate for each type whether you read that type of book for pleasure.

Code Numbers
1. Frequently
2. Occasionally
3. Seldom
4. Never

Types of books:

82. Adventure stories
83. Animal stories
84. Sports fiction
85. Historical fiction

86. Love stories
87. Mysteries
88. Westerns
89. Science fiction
90. Humorous fiction
91. Realistic contemporary novels
92. Fiction classics
93. Religious fiction
94. Plays
95. Poetry
96. Art
97. Travel
98. Music
99. Agriculture
100. Business
101. Politics
102. Social problems (drugs, pollution, race, etc.)
103. Science and technology
104. History
105. Biography
106. Family life and health
107. Sports
108. Religion
109. Hobbies

The following is a list of subjects taught at Olney High School. For each subject listed please mark one box according to these code numbers:

Code Numbers

1. I do not take this subject.
2. I take this subject, but I do not need to use the school library for it.
3. I take this subject, and I need to use the school library for assignments in this subject. The school library usually has most of the material I need.
4. I take this subject, and I need to use the library for assignments in this subject. The school library has some of the material I need.
5. I take this subject, and I need to use the library for assignments in this subject. The school library usually does not have the material I need.

Subject list

110. Algebra
111. American History
112. Athletics
113. Auto mechanics
114. Band
115. Biology
116. Bookkeeping
117. Chemistry

118. Choir
119. Drafting
120. Driver's Education
121. English
122. Geometry
123. Government
124. Health
125. Homemaking
126. Latin
127. Physical Education
128. Physical Science
129. Remedial Math
130. Shorthand
131. Spanish
132. Speech
133. Texas History
134. Typing
135. Vocational agriculture
136. Wood working
137. World Affairs
138. World History

Thank you for your cooperation.

Schedule No. _____
Interviewer _____
Block No. _____

Questionnaire

Introduction and Instructions

This questionnaire is part of a research project made possible in Olney by a grant from the U.S. Department of Health, Education and Welfare. The research is designed to determine attitudes and opinions of citizens like yourself about various facets of community life in Olney. Please answer each question as thoughtfully and honestly as you can. Your answers will be kept confidential. The responses you give will no way be linked to your name. Thank you for your assistance with this project.

1. You could first help me by telling me about your family.
   Are you married ____
   divorced ____
   widowed ____
   never been married ____

	Age	No. years education completed		Check if dropped out	Occupation if applicable
Husband					
Wife					
Children (at home)		Sex			
1.					
2.					
3.					
4.					
5.					
6.					
Others (Specify					
Relationship)					

The following questions relate to how you would or do spend your leisure time. What we mean by leisure time is time during waking hours which is not devoted to major responsibilities such as family duties or employment duties.

2. Here is a list of various types of individuals who live in Olney. Indicate the likelihood of your spending much of your leisure time with these types of people and/or members of their family. (Tell me whether it is very likely, likely, unlikely, or very unlikely.)

	Very Likely	Likely	Unlikely	Very Unlikely
Physician				
Manual Laborer				
Owner of small business				
Teacher				
Owner of large business				
Unemployed laborer				
Farmhand				
Maid				
Owner of farm or ranch				
One whose education is high school graduate or less				
Person with a college education				
Person who is interested in reading and learning				
Minister				
Factory Worker				
White				
Black				
Mexican American				

3. How do you spend your leisure time?
____Participating in active sports
____Watching sports events
____Playing inside games (e.g. cards, dominoes)
____Hunting, fishing, camping
____Hobbie and do-it-yourself activities
(Please name _____)
____Watching television
____Going to movies
____Listening to radio or stereo
____Reading
____Visiting friends and relatives
____Church work
____Social service work (e.g. Boy Scouts, hospital volunteer)
____Men's or Women's service club
____Others (specify _____)

4. Most communities are divided into three or four types of people—the very rich, managers of small businesses, white collar workers, the working class and the very poor.

In which group of people would you place yourself?
____Very rich
____Managers of small businesses and white collar workers
____Working class
____Very poor

5. Rate each of the above groups in terms of how close you personally feel to that group. Use the following scale: very close, somewhat close, unclose.

	VERY CLOSE	SOMEWHAT CLOSE	UNCLOSE
Very rich	____	____	____
Managers of small businesses and white collar workers	____	____	____
Working class	____	____	____
Very poor	____	____	____

6. Here is a list of income categories. Could you tell me which category your family's income fell into during the last calender year?
____$0-5,000 ____$5,000-10,000 ____$10,000-15,000
____$15,000-20,000 ____over $20,000

7. Do you usually have an annual vacation? yes____ no____
If yes, how long each year _____
Did you income continue during the vacation? yes____ no____

8. Within the boundaries of your income, which of the following would you be most able to afford to do on your vacation?

____Around the world trip
____Visit to Europe or Carribean Islands
____Tour of the U.S.
____A trip to New York or Chicago or other large city
____Trip across several states in this region
____A short trip or other venture within the state
____Stay home because I could not afford to travel

9. About in the last six months, did you go to Wichita Falls?
____yes ____no

For what purpose: ____business ____entertainment
____shopping other_____

How often do you go to Dallas or other large cities in this area?
_____

Now I would like to ask you some questions about the libraries in Olney.

10. Could you tell me where the Olney Public Library is located?
location: _____no _____

11. Have you visited the Olney Public Library?
____Within the last month
____Within the last six months
____Within the last year
____Ever

12. If during the past six months, how many times per month?
____1 ____2-4 ____more than 4

13. Do your children use the Olney school libraries?
____yes ____no ____don't know

14. Have your children ever said anything about the Olney school libraries?
____yes ____no ____don't know

15. If yes, did their comments show that they liked or disliked them?
____liked ____disliked ____don't know

16. Have you ever seen any of the Olney school libraries?
____yes ____no

17. If you have used any libraries in addition to or instead of the Olney Public and school libraries during the last 12 months, please name the libraries:

_____

Why did you use this (these) libraries? _____

18. If you would need a car to go to the public library, how often is a car available for your use?
____always ____frequently ____seldom ____never

19. When is the Olney Public Library open?
Days _____
Hours _____
Don't know ____

20. What hours of the morning, afternoon, or evening would your or your family be most likely to use the library? _____

21. Here is a list of reasons why some people do not use the library at all or use it only infrequently. Would you tell me which reasons apply to you (and members of your family).

____lack of time
____don't like to read
____inconvenient hours
____inconvenient location
____lack of transportation
____parking problems
____use other sources of reading material
____dislike library rules
(Which ones? _____
_____)

____library does not have what I need
____have difficulty in finding finding things in the library
____too noisy
____unfriendly staff
____use other libraries
____physical reasons (e.g. blind)
____other: _____

22. If your family subscribes to any newspapers, please name them.
_____ none ____

23. If your family subscribes to any magazines, please list them.

_____ _____
_____ _____
_____ _____

Are there magazines which you frequently buy but to which you do not subscribe?

_____ _____
_____ _____

24. Do you own:

	YES	NO
television	____	____
record player	____	____
tape recorder	____	____
slide projector	____	____
movie projector	____	____
camera	____	____
movie camera	____	____

25. Where would you look for information about a political candidate?
____Friends and relatives
____Newspapers and magazines
____TV and radio
____Library
____Candidate's campaign headquarters

26. If you were thinking about looking for a new job, where would you look for information about jobs?
____Friends and relatives
____Newspaper advertisements
____Library
____Employment agency
____Texas Employment Commission

27. Have you read a book within the past three months?
____yes ____no

28. If yes, approximately how many books do you read per month?
____0
____1
____2
____3-4
____5 or more

29. Do you prefer to read paperback or hardback books?
____paperback ____hardback ____no preference

30. Please tell me for each of the following types of books whether you read that type frequently, occasionally, hardly ever, or never.

TYPE OF BOOK	FREQ	OC	HE	NEVER
Current fiction (best sellers)	____	____	____	____
Fiction classics	____	____	____	____
Mysteries	____	____	____	____
Westerns	____	____	____	____
Science Fiction	____	____	____	____
Humorous Fiction	____	____	____	____
Plays	____	____	____	____
Poetry	____	____	____	____

Art	____	____	____	____
Travel	____	____	____	____
Music	____	____	____	____
Agriculture	____	____	____	____
Business	____	____	____	____
Politics	____	____	____	____
Social Problems (drugs, pollution, race, etc.)	____	____	____	____
Science and technology	____	____	____	____
History	____	____	____	____
Biography	____	____	____	____
Family life and health	____	____	____	____
Hobbies, sports, home repair, gardening	____	____	____	____

Other: _____

31. If there ever was a time in your life when you read more than you do now, please tell me when that was. (Please exclude school assignments.)

____no time
____elementary school
____junior high school
____high school
____college
____first few years after finishing school
____few years ago

32. If there ever was a time in your life when you read less than you do now, please tell me when that was. (Please exclude school assignments.)

____no time
____elementary school
____junior high school
____high school
____college
____first few years after finishing school
____few years ago

33. Where do you get the books you read?

____Public library
____Church library
____Own home library
____Buy from book store
____Receive as gifts
____Buy from other source
____School library
____Other library
____Buy from book club
____Buy from drug store or grocery store
____Borrow from friends or relatives

34. How do you decide what books to read?

____Friend's suggestion
____Read about the book (Book reviews, advertisements)
____Saw it in a store
____Saw it in the library
____Book club selection notice

____Heard about the book on television or radio
____Librarian's suggestion
____Saw it on a book list
____Subject interest (wanted any book on a specific subject)
____Like the author (liked other books by the same author)

35. If you can speak any languages other than English, please name them: _____

If none, skip to No. 45

36. If you can read any languages other than English, please name them: _____

37. Excluding school assignments, have you read any _____ language books in the last 12 months? yes ____ no ____

38. If yes, approximately how many per month?
____less than 1 ____1 ____2-4 ____5 or more

39. Excluding school assignments, have you read any _____ language magazines or newspapers? yes____ no____

40. If yes, do you read them regularly? yes____ no____

41. How do you get your _____ language reading material?
____Order by mail ____Buy directly from a store
____Sent by relatives or friends ____Borrow from relatives or friends
____Public library ____School library
____Church library ____Other library
____Other: _____

42. If they were easier to obtain, would you read more _____
language books yes____ no____
magazines yes____ no____

43. Can you also read English language materials? yes____ no____

44. Which language do you prefer to read? _____

45. Have you ever seen any library publicity such as posters or articles in the newspaper? yes____ no____

46. If you needed to, how would you find out about library services in Olney?
____Ask a friend or relative ____Go to the public library
____Telephone the public library ____Other: _____
____Telephone the school

47. Would you agree or disagree with this statement: The Olney Public Library has done a good job of acquainting the public with its services.
sa____ a____ ud____ d____ sd____

48. In your opinion, what is the major source(s) of operating funds for the Public Library?
____Local taxes ____State funds
____Federal funds ____Charges to book users
____Gifts and donations ____Others: _____

To what extent do you agree or disagree with the following statements:

49. Libraries are a more important source of information than television.
sa____ a____ ud____ d____ sd____

50. Libraries are a more important source of information than newspapers.
sa____ a____ ud____ d____ sd____

51. The state should help local governments pay for public libraries.
sa____ a____ ud____ d____ sd____

52. The federal government should help local governments pay for public libraries.
sa____ a____ ud____ d____ sd____

53. Libraries should consider making charges for all books they lend and services they render.
sa____ a____ ud____ d____ sd____

54. If the selection of occupational books at the Public library were better, more people would use the library.
sa____ a____ ud____ d____ sd____

55. Have you (or your husband) ever sought information at the library to help you with your occupation? yes____ no____

56. If yes, how useful was the information found there?
____very useful ____adequate ____inadequate

57. How do you usually obtain the occupational information that you read?
____Friends and relatives ____Own magazines and books
____Co-workers ____Radio and television
____County Agricultural Agent ____Olney Public Library
____Other government official: ____Other: _____
_____

58. What is the main reason that you go (or would go) to the Public Library?

____Entertainment ____Reference information
____Business information ____Self-education
____Quiet place to read or study ____To take the children
____Other: _____

59. On the following list of library services, please tell me those that you have heard of as being offered by the Olney Public Library. Also, please tell me those service that you have used at the Olney Public Library.

SERVICES	HEARD OF	USED
Record albums which may be borrowed	____	____
Paperback book swapping (You may swap any paperback book that you own for any paperback book in the swap section of the library.)	____	____
Interlibrary loan service. (The library can borrow a book, which it does not own, for you from another library.)	____	____

60. Have you ever seen a card catalog in:

Olney Public Library yes____ no____
an Olney school library yes____ no____
other library: _____ yes____ no____

61. If yes, have you ever used the card catalog in the:

Olney Public Library yes____ no____
an Olney school library yes____ no____
other library: _____ yes____ no____

62. Have your children ever attended a story hour at the

Olney Public Library yes____ no____
other library: _____ yes____ no____

63. If yes, did they enjoy it?

____yes ____no ____don't know

64. The following is a list of library services and potential improvements. Please rate how important you think each improvement would be. Please add any additional ways in which you feel that Olney Public Library could be improved.

Item	Most Important	Important	Not Important
More new books	____	____	____
newer building	____	____	____
more convenient parking	____	____	____
knowledgeable, qualified personnel	____	____	____
more evening hours	____	____	____
better card catalog	____	____	____
more record albums	____	____	____
open on Saturdays	____	____	____
larger building	____	____	____
better restrooms	____	____	____
cassettes and tapes	____	____	____
films	____	____	____

65. Have you ever been taught how to use the library?
yes____ no____ where_____

66. If yes, who taught you?
____Teacher
____School librarian
____Public librarian
____Parents or relatives
____Friends
____Other: _____

67. Do you know how to use the Reader's Guide to Periodical Literature?
yes____ no____

68. Has the book numbering system in the library ever been explained to you? yes____ no____

69. Do you know how to check out a library book: yes____ no____

70. The following is a list of some words and phrases that people use to describe libraries. Please tell me how many of these words best describe the libraries you usually go to or know about.

____stimulating
____inconvenient
____helpful
____drab
____usually have what I want
____serious
____slow service
____fun
____dull
____not very helpful
____modern
____unfriendly
____cheerful
____old-fashioned
____usually do not have what I want
____friendly
____gloomy
____convenient
____fast service
____pleasant
____inefficient
____satisfying
____discouraging
____efficient
____encouraging

71. Tell me how important libraries are to:

	Very Important		Important	Not Important	
Olney as a whole	___	___	___	___	___
School children	___	___	___	___	___
The elderly	___	___	___	___	___
Yourself	___	___	___	___	___
The handicapped	___	___	___	___	___
Minority groups	___	___	___	___	___
Your family	___	___	___	___	___
Businessmen	___	___	___	___	___
Farmers and ranchers	___	___	___	___	___

72. Are the people who go to the library mostly people like yourself?
yes____ no____ don't know____

73. What kind of people would you say go to the Public Library?
_____

74. Would it be a great loss to Olney if the Public Library was closed down? yes____ no____ don't know____

75. Would it be a great loss to Olney if the school libraries were closed down? yes____ no____ don't know____

76. Do you think it is proper for the Public Library to have books which you may disapprove of for moral, religious, or political reasons?
yes____ no____ don't know____

77. Do you think there are any books in the library that you may disapprove of? yes____ no____ don't know____

78. Have you heard about a plan to improve the library service in your community? yes____ no____

79. If yes, how did you learn about the proposal?
____Olney Enterprise ____Friends of relatives
____Public meeting ____Other: _____

80. Would you be in favor of a library merger if it combined the public and school library collections?
yes____ no____ don't know____

81. Would you use such a merged library more, less, or about the same as the present Public Library?
more____ less____ same____

82. Can you think of services which the new library may offer which would be helpful to you and your family and your community?

Thank you very much for your time in answering these questions. You have helped a great deal in the development of better library services in your community.

To be filled in by interviewer

83. Sex ____M ____F

84. Race ____White
____Black
____Mexican American
____Other

85. House and furnishings ____
on scale of 1 (large, well maintained, modern, expensive furnishings)
to 5 (small, poorly maintained, older, inexpensive furnishings)

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